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Universal Education—The Safety of a Republic.

VOL. XXIII.

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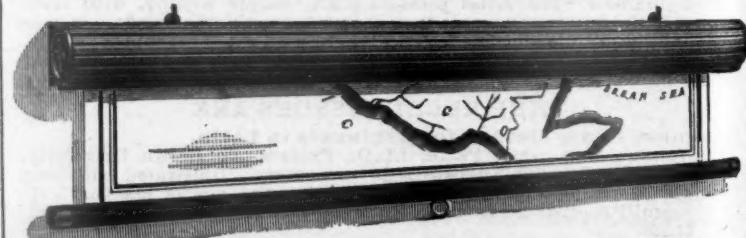
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In the necessary transformation of society the force and empire of ideas are destined to replace with better and higher forms of government the old and effete systems of the past, giving the people more power.

INTELLIGENCE such as is begotten in our common schools becomes a re-organizing germ among the people, which lays a new and indestructible foundation for social and political progress, always giving the people more power.

OUR common schools by enabling the people give them a consciousness of their strength, and they in their turn establish the institutions which elevate man in his own respect.

To know how and when to help—to use strength wisely—to guide—this is the work of the real teacher always. The skill of the workman consist in knowing how to avail himself of the material which he has at hand.



AMERICAN And National Educator.

St. Louis, Mo. Oct. 9, 1890.

J. S. MERWIN Managing Editor
JERIAH BONHAM Associate Editor.

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THE Missouri State University with its strong, splendid, united faculty under the vigorous leadership of Rev. Dr. Fisher seems to be very prosperous. The prospects are that six or eight hundred students will be enrolled this year, availing themselves of the superior advantages offered in all its varied departments. A large number of the high schools of the State have and will become "allied schools," thus materially strengthening the whole public school system of Missouri.

"Grand Old Missouri;" her public schools are full to overflowing all over the State, and the private schools are also enjoying a season of great prosperity, yet not half of the children of school age attend regularly either the public or private schools. This ought not so to be.

SOME of the "innocents" out west, who scolded so long and so loud because the educational fraternity of St. Paul, Minneapolis and Minnesota were so entirely and completely ignored in all the arrangements made for the meeting of the N. E. A. must understand now that it was the fine Italian hand of "Bro. Sheldon" who manipulated the "arrangements" so as not to endanger the perpetuity of his "ring." If these educators had been recognized, they too, would have demanded recognition. They were ignored by Bro. Sheldon for a purpose, which the explosion revealed.

THIS new use of intelligence begotten in our common schools and its application to our social and political forms of life has already become the basis of a new social order. Every day this is becoming more and more a government of the people.

"Bro. Sheldon" and his *New England Journal of Education* do not seem to have heard of Bro. Sheldon's disreputable "performances" at St. Paul, in stealing ten or twelve thousand votes to perpetuate control by his "ring."

It might be well for some one to mail him a few copies of the St. Paul papers. He gave notice that "there is no occasion for our friends to send us more marked copies of the *Transcript* which tells him that self-preferment seems to have taken the place of that pioneering, self-denying and courageous spirit which made the name of Massachusetts known educationally the wide world over, and that what he has accomplished is a "dead level of successful mediocrity."

PLATTE COUNTY.

The Platte County *Argus* says: "An active, intelligent, enthusiastic teacher takes the children by storm. Under his magic influence they become interested in their studies and a flourishing school is the result."

"Grand Old Missouri" is employing more than ten thousand such teachers to-day in her public schools.

We hope they will all co-operate to get a reading circle and a library started early in the season. The *Argus* also states that "In the Electric city of St. Joseph they have about sufficient room in the public school buildings for half the scholars who want to attend school. The good people of that great jobbing emporium evidently think more of building great manufactories and warehouses, than of educating the rising generation."

Oh, no! St. Joseph under the able and continuous administration of Supt. Edward B. Neely has built and equipped a large number of the finest school buildings in the Northwest. Of course they need more school buildings, as we do in the other large cities all over this State and the West.

We should have had the money to build these school houses in St. Joseph and in all other parts of the State—without any additional taxation, had it not been for the stupidity of several United States Senators.

We shall do better than to elect

such men to office when the people get to be more intelligent.

The schools are doing a vast work in this direction too.

JOSEPH FLYNN, Esq., the able and independent editor of *The Bonne Terre Democrat*, makes a strong, sensible plea for longer school terms and for the better compensation of our teachers.

These local papers have great influence and we are sure our teachers do a wise thing when they circulate the home paper and when they contribute items for their columns.

What become of the other 88 per cent. of the school money of New Madrid County? asks Mr. Flynn.

"The total receipts of moneys for school purposes (in New Madrid County), for the year ended June 30, 1890, is \$14,422.08; expenditures \$8,925.97, leaving a balance on hand, July 1, 1890, of \$5,496.11.—*New Madrid Record*.

To put it plainly, then, only 62 per cent., or a little over three-fifths, of the school moneys received, last year, in New Madrid County were expended on the public schools of that County. This is false economy, and it is too prevalent in Southeast Missouri. We have a great deal too many shabby and uncomfortable school buildings and poorly paid teachers. If we would keep abreast with the educational progress of the age, we should spend every cent of the school moneys annually and, above all, we should pay our teachers better salaries than the miserable hand-to-mouth pittances so many of them are now receiving."

YES, of course, a few of the participants in the disreputable performances of the National Educational Association at St. Paul are ready to excuse Boss Sheldon in his infamous role of scullion in depriving the members of both the right to vote and the right of appeal. He did this by the same low tactics that he practiced in getting himself elected president. Brass, bossism and boodle will not always be tolerated in the N. E. A.

OUR school everywhere give the people the benefit of an enlightened administration which they are able to create and preserve.

TWELVE weeks of five days each of only six hours a day mean only sixty days schooling in the year! Is that enough to train for law-makers—rather doesn't it give us law-breakers?

SOME of the teachers who taught us, by their joy, light, affection and intelligence, made our home radiant by their presence. We can never forget them. We never want to forget such teachers.

EVERY common school in the land is a luminous object shining afar if only we had the wit, wisdom and patience to trace out the divine light.

OUR teachers believe that light and intelligence, is superior to darkness and ignorance, and the power of thought to the want of such power.

YES, get "some tools to work with in your school room." Now it can be done very easily and very cheaply. They add both to the interest and attendance, Prof. Parr says.

THE real teacher brings showers of light to the people, and for the people to be used by the people.

INTELLIGENCE gives us faith in progress and belief in the future to which our life should be consecrated.

AH, how many new ideas yet remain to be agitated, thoughts to be expressed, great deeds to be recorded as a result of this teaching in our common schools.

INTELLIGENCE is a jury judging itself, ignorance is a jury without either knowledge or judgment.

RESISTANCE to tyranny is not only legitimate, it is glorious.

THESE teachers let fall from the summit of intelligence, words of wisdom, which inspire, lift up and enthrone the common people and give them power.

INTELLIGENCE is a ladder upon which people climb from darkness to light, from weakness to strength, from slavery to freedom and to power.

WHEN there is order and intelligence such as grows out of the teaching and training of our common schools, the people thrive and are prosperous.

THESE teachers are soldiers of brave democratic ideas, which enthrone the people on the heights and glories of intelligent political action giving them power.

No matter how humble our position or how onerous our labors, we ought to learn to think, and to know what is going on about us for our weal or woe, and try to have wrong abolished and truth established. No one loses by this, but all alike gain.

THE people need to nourish their interest and affection as well as their body; need teachers, writers, poets and artists as well people to plow and to reap. The teachers are always and everywhere our benefactors. Do the most and best we can, for them, we shall still be in their debt.

INTELLIGENCE and liberty never produce disorder and anarchy. These come from ignorance and selfishness.

OUR teachers train for intelligence, obedience, law, order and progress all the time.

YES, it is good to recount the golden deeds of our instructors, which are but the ripe fruit from seeds of thought sown by our teachers.

THIS track of intelligence can be traced by the great men who are as milestones, showing each a degree higher as well as an advance nearer the ideal.

THIS common school system which is modelled upon the wants and demands of the time, adapting itself to the present condition of society, becomes the means of opening up to the common people a smooth and easy road to power and prosperity.

HOW TO DO IT.

"I go—and it is done." —SHAK.

LOOK first after the minute formalities in your discipline. Arrange these and you will conquer all the rest—and here comes in the principle of the division of labor. A good supervisor relieves the subordinate teacher of the feeling of responsibility to such an extent that she is able to devote her time more fully to details, and by well-directed assistance and advice, to strengthen a weak teacher, in a short time, so as to secure good work. They have exhibited great skill in the application of their strength. They had wasted formerly, what power they possessed in trying to accomplish results by wrong methods. They may have, for example, stood before their pupils and ordered silence, addressing their command to the whole school, and thus paralyzing their own effort. They had undertaken to check gross disorder by wholesale punishment or by scolding the entire school. Their strength not being equal to the task of forcing all the pupils in a mass, they had lost confidence in themselves and settled into a kind of apathy, broken only by spasmodic attempts to secure discipline. The supervisor's first lesson to them was the requirement that they should notice little things, and small beginnings; become attentive to minute formalities. Discipline is made up of these minute formalities, and when the teacher has learned how to repress her inclination to scold or punish indiscriminately, and has ac-

quired the habit of noting the manner of performing the smallest formalities, she is on the way toward success.

Remember that no teacher is strong enough to force a whole school at once—to control it at arm's length. But no teacher is so weak that she cannot have good discipline by insisting upon the performance of the minute formalities. A wise teacher will conquer the chaos of arbitrariness and caprice by introducing order in little things, continually formulating what is accidental and irrational into the universal and reasonable.

The teacher who is strong enough to secure the performance of one of these small formalities, can secure everything by persistence.

THE State Superintendent says that "good schools cannot be maintained without some expense beyond that of merely employing a teacher. The tools to work with in the school room are essential and economical in the school as they are on the farm or in the work-shop. It is as unreasonable to demand from a teacher good work in the school without a supply of blackboards, maps, charts, globes, &c., as it would be to require from a journeyman carpenter or blacksmith a first-class job, giving him no tools to work with. Directors are too apt to regard these appliances as merely ornamental, whereas they are necessities; and no district, however small or poor, can afford to be without them."

MORE THAN A THEORY.

"The heavens give safety to your purposes." —SHAK.

The World of New York indulges in something more than mere theory in its educational work. Its ringing editorial leaders in behalf of the thousands of children who are denied admittance for want of room in the public schools are backed up and sustained by large and direct contributions by Mr. Joseph Pulitzer, the owner and editor of that paper.

Mr. Pulitzer has inaugurated a plan of supporting sixty poor boys permanently in a full college course. In his letter inaugurating the experiment Mr. Pulitzer wrote:

My special object is to help the poor. The rich can help themselves. I believe in self-made men. But it is the aim of this plan to help people for ordinary money-making purposes. College education is not needed for that. There are nobler purposes in life, and my hope is not that these scholarships will make better butchers, bakers, brokers and bank cashiers, but that they will help to make teachers, scholars, physicians, authors, journalists, judges lawyers and statesmen. They certainly ought to increase, not to diminish, the number of those who, under our free institutions, rise from the humblest to the highest positions. I have not entered upon this scheme without careful thought. It was a dream of my youth. It is the conviction of experience. I shall be happy indeed, if it should even in the smallest degree relieve poverty, aid the cause of education and lift to a higher plane of citizenship and usefulness to the State

children of the poor, who, in spite of talent, without such education and great hardship cannot compete for the nobler prizes of an intellectual career."

The conditions of the gift were: 1. The boys gaining the scholarships are to be absolutely free to select any college of the first class. 2. The scholarships shall be awarded after impartial examination, the only favoritism being a controlling preference for poor boys, who would not be able to take a college course without help.

THE FARMERS' CLUBS.

"They shall hear." "I am not afraid." —SHAK.

THE National Economist is doing a vast and an enduring work in its able, full and fearless discussion of these great problems that so vitally affect the prosperity of the farming interests in every State in the Union. "The Farmers' Alliance" has become a power that even the politicians are obliged to take notice of. These meetings which draw together the people of a whole neighborhood to discuss the conditions on which the prosperity and peace of the people depend, irrespective of party line, are a very hopeful sign of the times.

We believe in them most fully and would have them multiplied ten thousand fold.

THE work done by our teachers insures a new and wider distribution of knowledge and of power among the people everywhere.

THIS new splendor of intelligence showered upon the people by the patient work of our teachers is after all the crowning achievement of the century.

AT WORK.

"It hath given me earnest of success." —SHAK. HERE comes a note from one of the working county superintendents of Missouri, which shows results. These efforts are most commendable and we hope to see them adopted in every county in the State.

Editors AMERICAN JOURNAL OF EDUCATION:

GENTLEMEN, We are acting upon your suggestion in the JOURNAL, and the people are becoming deeply interested in the reading club associations, debates and recitations. Our meetings are largely attended and enjoyed. We have ordered three sets of Dickens's Complete Works. Given as a premium with the JOURNAL, which makes 45 volumes in all, but every volume is out and in use. Enclosed please find \$2.00 for the JOURNAL and another set.

We have also a sort of portable Teachers' Township Institute, which has become a matter of considerable importance.

The various magazines and periodicals also are taken, read and carefully culled so as to work up clearly some specific interest in certain lines of thought. Please give us some advice as to what to get for the profit

and entertainment of those who are not advanced far enough to read Dickens—tell me where to get it, and I will send for it.

Very truly yours,
N. P. V.,
County Com.

Take the *St. Nicholas*, or *The Cosmopolitan*, or the *Century Magazine* or give an exhibition with readings and recitations and a short spelling-match, charge 10 cents as an admission fee and you can secure easily money enough to get all the above and a dictionary. [EDS.]

WE hope all our subscribers from Maine to California will read the "special object" of Mr. Pulitzer, the editor and owner of "*The World*," New York, in sending sixty boys—"poor boys" to college and defraying all their expenses. Such an example might be followed in all the states with great profit and interest to all concerned. We hope to see some such movement inaugurated by our wealthy citizens.

HALF-DAY SESSIONS.

"In thee some blessed spirit doth speak."

—SHAK.

THE *World*, New York, is thoroughly aroused and thoroughly in earnest in its effort to provide school facilities for the children of that city.

Thousands of children were turned away into the streets the day the schools opened. As many as 700 children were refused admittance in one school—in another, so *The World* reports, "not less than 900 children were told that there was no room for them." In another school *The World* reports that "on account of the already overcrowded condition of the school, only such newcomers were accepted as had made application last year." Over three hundred children were turned away. Complaints from the parents could be heard on every side. Some of them alleged that their children had been denied admission last year, and now they would be compelled to wait another year, and even then without any assurance that they will be able to get their children into the school."

Mrs. Kate Hayden, who used to be a resident of St. Louis, and is well remembered here for her good words and good works, writes to *The World* as follows:

To the Editor of *The World*:

Allow one of the many mothers in New York who have children crowded out of the public school to thank you for the advocacy in your editorial of this date of allowing pupils in the primary departments to attend school half a day. I would much prefer to have my children attend school one-half day even though there was plenty of room. I believe children would be stronger and better for it. They would enjoy attending school, have time to play, grow and develop, and would be as far advanced in the end as they would be held in school all day.

Some mothers I think make a great mistake when they desire to have their little ones kept in school all day simply to get rid of them.

In your editorial you have stated the whole question ably in a paragraph when you say: "There is no reason why in the primary departments, where the overcrowding exists, the pupils at present enrolled cannot receive instructions in the mornings and the excluded children in the afternoons. This would shorten the hours of the young pupils, which would be a good thing, and would at least diffuse knowledge more generally. The plan has been tried in several Western cities and has been found to work well."

It seems almost criminal to have the thousands of children in New York City forced to wait until new school-houses can be erected, for the time the pupils lose now can never be recalled.

In other words, the mill will never grind with the water that has passed.

KATE HAYDEN,
New York, Sept. 17.
203 West One Hundred and Third street.

WHAT AND WHY?

"What you would work me to,
I have some aim."

—SHAK.

WE hope our teachers will not only read carefully, but republish widely the following very fundamental statement, made sometime since by the present United States Commissioner of Education. Let us state and restate clearly and definitely what we teach and why we teach it.

We are sure if—not only the people who pay the taxes, but the school officers also, were kept fully informed of the work done in the schools by our teachers we should have thousands of enthusiastic supporters of the school where, now for lack of this information, we have not only lack of interest but cause-less fault-finding and active opposition.

A good school trains not only to habits of cheerful and prompt obedience, but to industry and economy to truthfulness and friendly co-operation.

Our teachers in addition to all this put the pupils in possession of the keys which unlock all the hidden resources of the universe.

Dr. Wm. T. Harris, says: "The pupil who is taught how to master the five elementary branches is at the same time taught to master all branches of human learning"—and this is just the work in which every one of the four hundred thousand teachers in the United States are today, engaged.

This mastery of the mind gives us the mastery over the realms of nature as well, and makes possible all culture as well as communication between man and man.

The tools of thought by which this mastery is gained are:

- I. Reading and Writing.
- II. Arithmetic.
- III. Geography.
- IV. Grammar.
- V. History.

By the first of these,

BY READING,

the pupil issues forth from the circumscribed life of the senses in which he is confined, and finds himself in the community of the world at large, so far as his language extends. He is not limited by space; for the printed page of the text book and the newspaper gives him a survey of the life of the globe to-day. He is not limited by time, for the libraries open their doors and he reads and associates with Socrates and Plato, Confucius and Zoroaster, and no empty gossip escapes from these lips! Faint echoes come down to him from the Chaldean oracles, and the Phoenician or Cushite civilization—most ancient of all. Not merely this: he can WRITE HIS OWN THOUGHT and thus be present to others far separated in time and space. This branch is the alphabet of all others, and leads to them.

By the second of these studies,

ARITHMETIC,

he becomes measurer of numerical quantity, and masters the practical side of life in the way of exchange. The exchange of thoughts and ideas through reading and writing, is extended by arithmetic to a practical ability to exchange food, clothing and shelter.

By the study of the third subject, GEOGRAPHY, he comes to a realization of his relation to the world. He contributes of what he earns or produces to the world and receives from it, through commerce. The world through this relation is all a part of the patrimony of each individual. His farm, trade or profession furnishes him certain things through the mediation of certain activities; so likewise does the whole world. Every civilized man is interested in the cotton crop of Georgia and Texas, and in the corn and wheat crop of Illinois, or the iron crop of Missouri, Michigan and Alabama, and in the manufacturers of England and Massachusetts, just as *really*, though not so vitally, as the farmer of Texas, the miner of Missouri, the manufacturer of Manchester or Lowell. Thus Geography becomes not only one of the most important but an indispensable branch of education. Not one State alone—not the United States—but all the grand divisions of the globe—the civilized world—contributes food and clothing for all.

GRAMMAR.

Grammar gives to the pupil a knowledge of the formation of language and exhibits the stages by which pure intellect becomes master of itself. The profound analysis and superior grasp of thought which grammar gives, as compared with mathematics and physical sciences for example, has long been noticed by educators. It is emphatically a *culture* study. It marks the educated man from the illiterate; the former uses language with conscious skill, the latter without it.

HISTORY.

History initiates the learner into his past existence, as well as the past existence of the race, in the same sense as geography initiates him into his outside (and out of sight) existence. For the *precedent* conditions of the individual belong to, add are a part of, his actual *present* existence."

This is the real philosophy of education—the real, *substantial* permanent work our teachers are doing, and we want the people to understand it, and we want the teachers to be able to explain it, and state it and restate it definitely and clearly, so as to overcome this opposition to our common schools and their fundamental and important work.

IN ALL the excuses and apologies made by those who were consciously or unconsciously participants in the desreputable proceedings of "Bro. Sheldon" at St. Paul, no one dares to question the facts as stated by Mr. Forbes in his resolutions. What a spectacle is presented to the world by such a proceeding of the *teachers* and *educators* of the United States perpetrating such an infamy in order to keep the control of a "ring" with Wm. E. Sheldon at the head.

THE carefully prepared "speech" of the "tool" President at the meeting of the N. E. A. at St. Paul, where he refused to entertain a motion made and seconded by members of the Association, and further refused to entertain any appeal from the infamous ruling of the chair made and seconded by members of the Association—the speech so carefully prepared for him and recited by him, confessed a little too much. The President confessed that the Association had been run by a "ring" for the benefit of a "ring" since Bro. Bicknell tried to foist himself on to the Association as its President the second time. He confessed that the "Executive Committee" had "run it" for the "boodle" they could gather from its membership. Bro. Sheldon could "squeeze" \$25,000 or \$30,000 out of its members—there was "method" and "organization" and law enough for that—but when members wanted to vote it became impossible to entertain a motion even. Queer is it not?

The railroads seem to have got tired of Bro. Sheldon and his "boodle squeezing" methods as well as the teachers. It is said that the railroads at the late meeting at St. Paul of members of the N. E. A. "absorbed" the amount Bro. Sheldon has been "squeezing out of the school marms" of the country for several years—and when the teachers reached St Paul they could not be "recognized" unless they yielded to this squeezing process to the extent of \$2.00 more. We venture the remark that the educators and teachers have had enough of his "brass boodle and bossism."

**ARKANSAS
EDITION**
American Journal of Education.

\$1.00 per year in advance.

S. M. MATTHEWS, Little Rock..... Editors.
J. B. MERWIN.....

AN ADMITTED FACT.

"Grace grows where these drop; fall."—SHAK.

IT is an admitted fact among all intelligent people that character and education have a powerful effect in improving the fortunes of all. From this point of view, entirely material, the tax for popular education, instead of being looked upon as a burden, should be contemplated as a profitable investment.

Parents, if they can be made to perceive that it is more profitable to lay up in than for their children, instead of trying to save the cost of their education, will become advocates for the most generous endowments of the agencies provided for their mental training.

No farmer regards it economy to be frugal of the seed sown. He knows his harvest is in ratio to the seed sown. Stint in sowing is stint in harvest.

In education as in agriculture, 'there is that which scattereth abroad and yet increaseth; there is that which withholdeth and tendeth to poverty.'

Horace Mann tested this question by a wide correspondence with the most sagacious business men, and they yielded the uniform testimony that educated laborers were very far superior to illiterate laborers in all departments of productive industry.

KINDERGARTEN WORK.

A writer on the importance of starting aright in the education of the child says: "Were we confronted with the question as to which was the most important, the four years of a child's life between the ages of three and seven years, at a well conducted kindergarten, or four years at college in after life—we should unhesitatingly declare in favor of the former. No longer do we look upon the kindergarten as a play-house for children—a place for amusing them, purely for their entertainment—a kind of respectable wholesale nursery, to relieve parents of their care at home. No, that is not it. But we are becoming conscious of the responsibility that rests upon us to see that the immature minds—the faculties, both mental and moral, of these little ones, have proper guidance; and we know that in the infantile experiences of kindergarten instruction dwells the germs of intellectual development. The unfolding of the rose is not more beautiful than the gradual growth of a child's creative ability under proper discipline. The life of the child is the life of the adult in minerature. Their

songs and games are childish representations of the lives of older people. Hence the necessity of this observation being developed by trained teachers." These are our sentiments and they apply to all communities where kindergarten work can be organized, and that is wherever there is children whose education should be started aright. Kindergarten instruction does not in any manner conflict with any department of the public schools. Therefore, organize kindergartens; form childrens' tastes for books in early life; give that the proper direction while the child is young, and in later years they will not depart from it. Some parents, not understanding the importance of this early formation of the reading habit, the love of books, say that they would rather spend the money on the education of their children when they arrive at more mature years. This is shortsightedness of the most glaring kind. The child's education neglected in their young years when under full control of parents, may be the "lost opportunity." They may form tastes and habits from eight to sixteen years of age, that puts their education beyond a parent's or guardian's control. It is not safe to procrastinate or defer to later years the beginning of the education of the child. Commence now, and in later years the means can be provided to finish the education of the young man or woman whose early years have received the proper rudimentary and primary training.

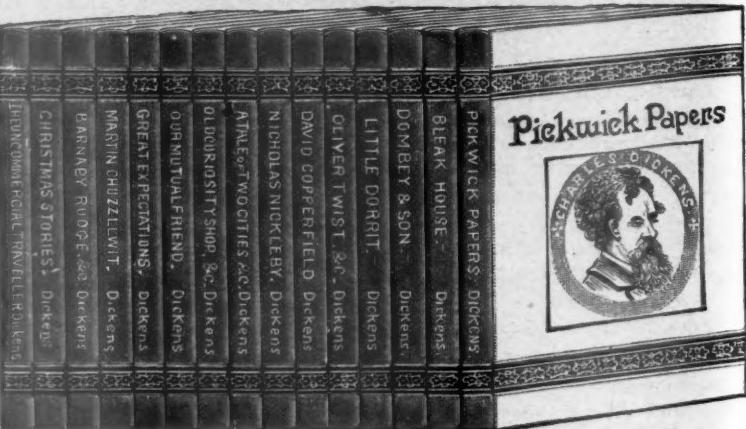
What are Your Winter Plans?

Public school teachers are likely to fall into intellectual ruts. They personally need some general systematic reading. Then again they ought not to confine their work to the school room. They ought to be leaven in the community. Thousands of teacher are accomplishing great good for themselves and for others in Chautauqua circles. Will you not join in the work? Or will you not read alone? Address John H. Vincent, Drawer 194, Buffalo, N. Y. A member of the circle writes: "All of us having been out of school for a number of years, are glad of this systematized opportunity of refreshing our memories, and pursuing our studies farther."

WITH a little more kindly, patient persistant effort, our teachers can make our schools so good and so strong and so attractive, as to inoculate *all the people* with the love of intelligence and art and genius. They are doing this already in thousands of districts all through the country in their organization of Reading Circles and Magazine Clubs.

Remember, for \$2.00 we send you this JOURNAL for one year and the complete set of Charles Dickens' works of fifteen volumes. If you prefer a cheaper set we will send you this JOURNAL and a complete set of Dickens' works for \$1.80.

Charles Dickens' Works, FOR THE MILLION.



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Including a year's subscription to our valuable paper. Dickens' Works are the most widely read of any novels printed in any language. The popularity of Dickens is ever increasing and every person should own a full set of his works.

Charles Dickens is eminently the novelist of the people. His books teem with shafts of sparkling wit, touches of pathos, thrusts of satire; his characters are original and real as well as quaint and grotesque; he unmasks vice in all its forms. The lights and shadows of life are delineated in a thrilling and dramatic style. To own a complete set of his incomparable books is to be possessed of an inexhaustable mine of interesting literature. No person is well read who has not perused them. *

The Entire Fifteen Volumes will be Sent Free, POSTAGE PAID for only \$2.00, which includes a year's subscription to our Journal.

Please Clip Out and Send This COUPON ORDER.

—TO—

J. B. MERWIN—Managing Editor AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

Dear Sir—I wish to avail myself of the above offer at once. Enclosed I send you \$2.00 by money order or registered letter. Please send the AMERICAN JOURNAL OF EDUCATION one year, and the set of fifteen volumes of Charles Dickens' complete works by mail, post paid, to

Here sign your full name,

and write it very plain.

Post Office.

County of.....

State of.....

IT does not take a very wise person to see that "Boss Sheldon" and his "tool" president would give no quarter to the teachers at the National Educational Association at St. Paul. They took them by the throat—deprived them of their right to vote—their right to an appeal and in addition to this plundered them of their money. Is not that an interesting spectacle, a brilliant example, to be set, by teachers of the United States? Is it best to gently submit to such an infamy? We virtually endorse it if we do not protest against it.

WHEN you read what Edwin D. Mead has to say of "DICKENS" and "Scott" in his address on History, we think you will realize a little more clearly what and how much we are doing in furnishing you the complete works of either of these great interpreters of human thought and human action with the AMERICAN JOURNAL OF EDUCATION one year, all sent postpaid for \$2.00. See page 6.

PATENTS

THOMAS P. SIMPSON, Washington, D. C. No attorney's fee until Patent obtained. Write for Inventor's Guide.

THIS IS TRUE.

"Songs for man or woman of all sizes." —SHAK.

Let the children read and repeat, and know from a daily experience with their teachers and school-mates that this is true:

"Our lives are songs: God writes the words,
And we set them to music at pleasure;
And the song grows glad, or sweet, or sad,
As we choose to fashion the measure."

We must write the music, whatever the song,
Whatever its rhyme or metre,
And if it is sad, we can make it glad,
Or if sweet, we can make it sweeter."

A NEW DICTIONARY.

"The courtesy of nations shows you my better,
In that you are the first born." —SHAK.

G. AND C. MERRIAN & CO. name their new work "Webster's International Dictionary," because they recognize the fact that the language of the mother country now encircles the globe; that the literature of each of its branches is the common possession of all; that not only through the literary, but also through the popular, speech of all these people there runs a unity of structure, a common vocabulary, and a substantial identity of the entire language, compared with which all local variations are but trifling.

Any complete dictionary of this language must be so comprehensive in its scope, and at the same time so true to those canons of the best usage which are everywhere acknowledged, that it shall be serviceable to the inhabitants not only of the United States, of Canada, of Australia, but to Great Britain and to the English-speaking population of India and Africa.

The Londoner, reading a story of Bret Harte, will turn to such dictionary for the slang of a California mining camp, and the Melbourne merchant will consult it for the usage of the New York Stock Exchange.

Beyond any other modern or ancient tongue, the English is coming to be a world-speech. The extension over the earth of the race elements that use it as their mother tongue, and the strengthening bond of unity among all English-speaking peoples, are among the most significant and beneficent facts of this age. It is in recognition of this, and of the wide use of Webster's Dictionary as an authority in Great Britain and its dependencies, as well as in the United States, that the present edition is distinctly called "The International."

In fact it will be observed that the present substitution of the word "International" for "American" really marks an accomplished change in the relations of the English-speaking peoples, which should receive a formal and distinct recognition.

It is not their separation, but their community, which is now emphasized by the best thought and feeling in every department of life and literature. It was with the enthusiasm of

a patriot in the birth-time of a nation that Dr. Webster laid stress on the American character of his dictionary.

He had zealously done his part, by pen and voice, in the establishment of a new nation under a novel constitution. He was eager and proud to show that in scholarship and literature, as well as in politics, his country had a distinct contribution to make to the higher civilization. His own character included an element of the heroic. Amid the discouragement of a crude and provincial period, with a courage that recalls that of his great predecessor, Samuel Johnson, he threw himself single-handed into the task of making a complete English dictionary. But while Johnson's dictionary was only one incident of his literary career, that of Dr. Webster's absorbed the best energies of a lifetime.

Some clearer and more comprehensive idea will be gained of the value and extent of the work done on this New Webster's International Dictionary perhaps, when we state that within the ten years of its preparation more than one hundred paid editors have been at work upon it, and involving an expenditure of over three hundred thousand dollars before a copy was printed.

It is finished now—elegantly bound in leather with a patent index—and is sold for \$10.00.

A BETTER ORGANIZATION.

WE need to have a closer organization, a more vital relation of the whole system of public education from the primary school, up through, to the graduation from the State University. A good work has already been inaugurated in this direction by President Fisher and the Faculty, at Columbia. It should be pressed with renewed vigor and earnestness not only when the county and state associations are held, but week by week through the press of the state. Of course, when we advance the proposition that our schools should be well organized, we shall not be likely to meet with much opposition. Yet, if we examine the different ideas attached by different minds to the word "organized" with reference to a school or a system of schools in the State or one school in the city, we shall find that they are not as clear as might be desired.

What then is an organized system in distinction from one that is inorganic? It is composed, in the first place, of parts not pieces. Each forming a part of the whole, and all under one common head, which controls and directs the whole for its own supreme and conscious purposes, and therefore for the good of each part. The whole, though made up of parts, is a unity. It exists only by means of the parts, just as they have their existence only in it. Separate from

each other, they lose their life, and the whole is inconceivable without them. The dropping out of any one destroys the whole as effectually as a chain is broken if one link is gone, and the derangement of one throws all the rest into confusion.

THE editor of *The Florida School Journal* suggests that the teachers and educators of the United States under the "bossism" of Sheldon and his "ring" will soon "learn to do as did your editor, keep the two dollar Association fee in their pockets and find something else to engage them, rather than listen to the "cut and dried" (especially the latter) discussions by a mutual admiration society."

B. F. Johnson & Co., whose advertisement appears in another column, have recently moved into new and larger quarters, with better facilities for conducting business than ever before. Parties wishing employment, or to more fully investigate the opportunities and advantages they offer, would do well to communicate with them promptly.

CONSUMPTION SURELY CURED TO THE EDITOR.

Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address.

Respectfully, T. A. SLOCUM, M. C., 23-1-61 181 Pearl St., N. Y.

OH NO! Bro. Sheldon don't "stuff" ballot boxes. He simply assumed the right to cast ten or twelve thousand ballots for his "ring" at the late meeting of the N. E. A. at St. Paul in the face of "protests" from large numbers present and then walk off with the steal. Souls only blacken gradually so that, as yet, few can be found outside the "ring" to applaud such infamy.

Be sure and get some tools to work with in your school room. Maps, blackboards and globes are a necessity in every school.

LAST HOME-SEEKERS EXCURSION FOR 1890.

THE last opportunity of the season for inspecting the cheap farming, grazing, fruit-raising, mineral and timber lands of Southwest Missouri, Kansas, Nebraska, Arkansas and Texas will take place Oct. 14th. The Missouri Pacific Railway and Iron Mountain Route cover all portions of the above States with a splendid series of through coaches, free reclining chair cars, and Pullman Buffet Sleeping Cars. Tickets are on sale at half rates at coupon offices of all connecting lines in the North and East. Descriptive land pamphlets, county and sectional maps, time-tables, etc., mailed free to any address. Write to Company's Agents or General Passenger Agent, St. Louis, Mo.



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FOR
BAD COMPLEXIONS
RED ROUGH HANDS
BABY HUMORS.
TRADE MARK

HUMORS OF THE BLOOD, SKIN, AND SCALP, whether itching, burning, scaly, crusted, pimply, blotchy, or copper-coloured, with loss of hair, either simple, scrofulous, hereditary, or contagious, are speedily, permanently, economically, and infallibly cured by the CUTICURA REMEDIES, consisting of CUTICURA, the great Skin Cure, CUTICURA SOAP, an exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of Humor Remedies, when the best physicians and all other remedies fail. CUTICURA REMEDIES are the only infallible blood and skin purifiers, and daily effect more great cures of blood and skin diseases than all other remedies combined.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by Potter Drug and Chemical Corporation, Boston, Mass.

Send for "How to Cure skin and Blood Diseases."

WE are glad to welcome the *Inland Journal of Education*, the first number of which bears date, September 1890. The appearance of the paper in all respects creditable; and believing as we do, that there can never be too many workers in the field of popular education, we hope for the publishers the most unqualified success. The leading article is by H H Morgan, LL D.—a writer so well-known to our readers.

TOOLS TO WORK WITH.

OUR tax-payers and school officers, too, understand now, that good Blackboards all around the school-room; a good set of outline Maps, and an eight-inch Globe, are, to the teacher in his work, what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors shall provide these necessary articles.

SCOTT'S EMULSION


Of Pure Cod Liver Oil and HYPOPHOSPHITES of Lime and Soda

is endorsed and prescribed by leading physicians because both the Cod Liver Oil and Hypophosphites are the recognized agents in the cure of Consumption. It is as palatable as milk.

Scott's Emulsion is a perfect Emulsion. It is a wonderful Flesh Producer. It is the Best Remedy for CONSUMPTION, Scrofula, Bronchitis, Wasting Diseases, Chronic Coughs and Colds. Ask for Scott's Emulsion and take no other.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex...
J. B. MERWIN..... Editors.

THIS ignorance and illiteracy, growing all the time, is an ever-widening shadow in the sunshine of our prosperity, depriving the people of power and keeping the ignorant in poverty and helplessness.

WHEN there comes a reform in the human heart by virtue of what is done in our common schools, then there will come a great reform in human thought and human work also.

OUR reading books, geography lessons and history lessons all sparkle notably when the real teacher makes the extinct facts alive again by linking it all to every day duty and life.

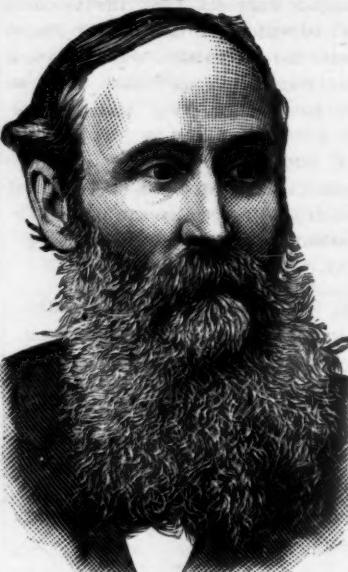
How much lies ready for everybody's finding in our splendid text books when the real teacher comes as an interpreter and revealer—truth flashes out now so new and shining as to reveal almost a new world of power. Get the wise person in the school and all is got—fail to get him and there is darkness.

MAKE IT COUNT.

"I count myself in nothing else so happy." —SHAK.

THE time for attending school is so short—the school terms, especially in the country—where most of the children get all the schooling they will ever enjoy—are so short that parents, teachers and pupils, too, ought to make every day count—every day of our short school year do its full share of the year's work. Neither teacher nor pupil can afford to allow a single lesson to bring no fruit of knowledge and discipline on the too common but weak plea, that one day is not of much account and can easily be made up. A day in school lost by neglect or inattention, or unnecessary absence, is time squandered, opportunity trifled with, and power for all the future diminished. If only all parties—parent, teacher, pupil—knew this to be so serious a matter and could be spurred by this knowledge to begin as if every day were to count, the first week and the last week of the forty—nay, rather of the twenty—would never be allowed to run almost to waste and the school year would bear more fruit in this proportion. The year is too short at the longest, and if the teacher takes out some days for the beginning and some for closing, and the parent takes out a few more to let the child "visit and go to picnics," and the pupil takes out a share by occasional indifference and heedlessness, it is easy to see how results are sometimes so disappointing and promotion so uncertain. *I have lost a day in school*, means something detracted from our stock of knowledge

for life, something lost from good habits, something less of discipline gained, some element of character wanting or in weaker force, and that is a record sure to bring keen regret to all in after life. 'Well begun is half done.' The drags in our classes are generally those who think it just as well to be thinking of starting when the rest are under full headway.



DR. J. BALDWIN.

SCHOOL REGULATION.

"Your plans are registered, where every day I turn the leaf to read them." —SHAK.

DR. J. Baldwin, the distinguished author of "Baldwin's School Management," [a book, by the way, which ought to be on the table of every teacher in the United States for frequent and constant consultation] says: "The old school master, with all his rules and all his rods, belongs to the past. Though a blundering despot, he did what he could. Peace to his ashes. The goodish modern teacher with no rules and no rods is the opposite extreme. The efficient teacher will equally avoid these mistakes. The inspiring teacher with necessary regulations, judiciously enforced, is the true mean."

Great principles underlie all educational processes. These, not whim or caprice, determine plans and methods. School regulations should accord with the following principles:

I. PRINCIPLES.

1. *Few.* The regulations should be few but exhaustive. Simplicity is of primary importance in school management. Many rules occasion much friction and cause a vast amount of waste-labor in education.

2. *General.* The regulations should be general rather than special. They should be equally adapted to the primary school and the college. Special regulations with specific penalties are usually educational mistakes.

3. *Popular.* The regulations should merit the approval of all. They should be so evidently just and proper that they will command the approval and support of all teachers, patrons and pupils. The influence of public sentiment is immense.

4. *Practicable.* The regulations should be such as the teacher can and will enforce. Rules or laws not enforced tend to bring all rules and laws into contempt.

5. *Educational.* All regulations should tend to form desirable habits. The school trains the pupil for citizenship and achievement. The object of school-life is to prepare for real life.

II. GENERAL REGULATIONS.

The following regulations are the outgrowth of educational thought and experience. They accord with the above principles, and though few, cover all the ground. They are now in general use and tend to become universal.

1. *Regularity.* Teachers and pupils must be regular in their attendance. When at all possible, each one must be present each day.

2. *Promptitude.* Teachers and pupils must be prompt in the discharge of every duty. Regularity and promptitude are the foundation of good management.

3. *Decorum.* Teachers and pupils must observe strict decorum. Decorum means proper conduct, good manners, and becoming behavior. It means to do the right thing at the right time, in the right way.

4. *Morality.* Teachers and pupils must sustain good moral characters. School government should be positive. It is not enough that pupils avoid all immorality. The positive virtues must be developed into habits. Truthfulness, honesty, benevolence, fidelity, etc., etc., must be systematically cultivated.

AN INTERESTING EXERCISE

"As school maids change their names
By apt affection." —SHAK.

LET your pupils have an exercise similar to the following, occasionally, to show them how easy it is to do a thing, if they know how.

B makes the road broad, turns the ear to bear and Tom into tomb.

C makes limb climb, hanged changed, a lever clever, and transports a lover to clover.

D turns a bear to beard, a crow to crowd and makes anger danger.

F turns lower regions to flower regions.

G changes a son to song and makes one gone.

H changes eight to height.

K makes now know and eyed keyed.

L transforms a pear into a pearl.

N turns a line into linen, a crow to a crown and makes one none.

P metamorphoses lumber into plumber.

Q, of itself, has no significance.

S turns even to seven, makes shave, and word a sword, a pear a spear, makes slaughter of laughter, and curiously changes having a hoe to shaving a shoe.

T makes a bough bought, turns here to there, alters one to tone, changes ether to tether, and transforms the

phrase "allow his own" to "tallow this town."

W does well, e. g., hose are whose, are becomes wars, on won, omen women, so sow, vie view; it makes an arm warm, and turn a hat into what?

Y turns fur into fury, a man into many, to to toy, a rub to ruby, ours to yours, a lad to lady!

WHY not tell us "How to Have a Good School," instead of always sharpening on a "poor school" and printing "don'ts?" An affirmative is always better than a negative. These "don'ts" and negatives and "Bro. Hughes' mistakes" ought to be relegated to a dead past. They do not help, but hinder. Give us a bugle blast which summon the clans to victory, and let the "don'ts" and the negatives die as they ought to do.

YES, it is good for you to read the AMERICAN JOURNAL OF EDUCATION, but when you have done this, then let a dozen or twenty others read it and get the benefit of it. Several teachers take and circulate as many as fifty copies regularly among the people. It is good not only to read but to circulate this journal. It shows what and how much of value to the public the teachers are doing.

ANOTHER STRONG MOVE.

"In our hearts most welcome shall you be." —SHAK.

Prof. Hugh. D. Huffaker, Editor of the *Southern Teacher* at Chattanooga, Tenn., invites the whole South to join in a great union meeting to be held at Chattanooga and make the start for the N. E. A. meeting, to be held in Saratoga, from that point. Among the resolutions passed on the subject we find the following:

At a meeting of the City Council of Chattanooga, held August 4th, the following resolutions were unanimously adopted:

WHEREAS, We believe there is not a more favorable place in the South for a joint meeting of the Tennessee and Southern Educational Associations, or a more desirable or convenient place for the delegations from the Southern States to congregate, previous to starting in a body to the National Educational Association meeting at Saratoga, than our city, or a more pleasant place than lookout mountain,

Therefore be it

Resolved, By the Board of Mayor and Aldermen:

1. That we appreciate the action of the Tennessee State Teachers' Association in deciding to hold its next meeting in our city.

2. That we hereby extend to the Southern Educational Association, through its President, Hon. Solomon Palmer, of Montgomery, Ala., a cordial invitation to hold its next session in conjunction with, or immediately preceding or following the meeting of the Tennessee State Teachers' Association or such other time as may be agreeable to it.

3. That we extend to the Southern Delegation, to the National Educational Association, through Frank Goodman, General Manager of the said delegation, a cordial invitation to every National Association State manager

of the Southern States, to bring his delegation to our city, so that all delegations from the South can congregate here and proceed to the National Meeting at Saratoga in a body.

4. That we express the hope that the officers connected with the above organizations will confer and make joint arrangements so that our city may have the pleasure of welcoming all three at the same time, and have the largest gathering of Southern educators that ever assembled in the South.

We heartily concur in the invitation extended by the Board of Mayor and Aldermen, August 4, 1890, to the various educational associations referred to in the foregoing resolutions.

The Board of Education of the City of Chattanooga, by I. Noa, Vice-President and J. B. Nicklin, Treasurer.

The Chamber of Commerce of Chattanooga, by J. B. Merriam, President and B. L. Goulding, Secretary.

The Board of Trade of Chattanooga, by J. F. Shipp, President.

GEORGIA.

"To seek life by beneficial help." —SHAK.

A NUMBER of the more prominent weekly papers of Georgia are giving a large amount of space to educational matters, inviting the teachers of the State to let the taxpayers and the people know what is being done in the schools, what they need to make them more efficient and how the needs can be supplied. This is much better than fault finding and opposition.

The Atlanta Constitution says: The interest which is being manifested in education throughout the State is noteworthy, and the cry for more schools and better schools should be heard and answered with substantial endorsement by the next legislature.

The provisions heretofore made for public schools in the State has been insufficient; the terms of such schools have not been long enough to accomplish much good to the pupils, while the teachers have not only been poorly paid and encouraged, but by reason of the State's delay in honoring their accounts, it may be said that they have not been paid at all.

This state of things should not exist. The education of the girls and boys of Georgia, the encouragement of those who have the work in hand should be the first duty of the State, and the next legislature should see to it that neither the schools nor the teachers go lacking another year. People are not satisfied—nor should they be—with indifferent schools, extending over a period of twelve weeks or so; they want longer school terms; they want good teachers, who are paid to do good work; they want the State to take more active interest in their welfare in this respect, and their wants should be gratified.

The next legislature must take this matter in hand and hear the voice of the people.

Prof. W. J. Moon of Pleasant Grove Seminary says in the *Southern Teacher*:

THE COUNTY HIGH SCHOOL seems to be the missing link in our public school system. Had we this school a large per cent of the youths of our State would receive a much higher grade of instruction than they do at present.

With this important factor added to our school system the grade of our

State Normal would be advanced.

Our young men and young women would be much better prepared to enter it, and the Normal's influence would be more widely felt and appreciated.

Let our motto be "Better System Good Teachers, More Work, More Money."

PENNSYLVANIA.

"I am debating."

—SHAK.

IT is stated that in addition to the reading circles among the teachers, the workshops, to the credit of the vast army of wage-earners be it said, have resolved themselves into so many debating schools.

From all which we may reasonably infer that however the election may end it will not leave Pennsylvania in the same condition it is in to-day. The signs—all the indications—are encouraging, because they inspire the hope that when the smoke of battle clears away Pennsylvania will have moved up a notch. It is not in the nature of things that the Keystone State will not benefit by all this reading and debate that enlightens her people and the scrutiny that exposes false arguments. The canvass should be a great ethical as well as political educator of men.

It is said, we hope with truth, that Senator Quay and the Republican party of Pennsylvania appear to have reached the *parting of the roads*. Whatever belongs to despotic power, servile submission to a boss, and the blighting influence of machine politics, will go one way; and whatever belongs to manly independence, clean political methods, and unselfish devotion to honest government, will take the other.

The same condition of things has crept into the management of the N. E. A. Boss Sheldon and his ring represents all that is vile and despotic in machine politics and "Boss rule," and seems to be running the concern "for revenue only" for the ring. Our teachers and educators throughout the country have come to "look upon him with distrust, as a tricky and unscrupulous machine manager and wire-puller." Sheldon impudently and defiantly slapped every teacher in the United States across the face in assuming, against the protests of a large number of members of the N. E. A., to illegitimately cast the vote of the Association for the nominees of his "ring."

It was a betrayal of the rank and file of the teachers as well as an insult to their intelligence that will not and should not be forgotten. Quayism, "bossism" and "boodle" have come to signify in politics in Pennsylvania, what "bossism," "boodle" and Sheldonism mean in the conduct of the N. E. A.—both are odious and infamous.

Yes, our teachers make a nation of readers, thinkers and doers.

THE Macon Weekly Telegraph devotes two columns each week to educational matters. A great thing for the state of Georgia and the teachers. That is two hundred columns a year. The teachers ought to fill it full of interesting items, stating the progress of their schools and what is being done. It is worth any dozen monthly journals of education to the school interests of the state, and yet Georgia has two or three fine educational journals; but the Weekly Telegraph goes to the homes of the people, and will do great good in this direction.

CHILDREN, in the schools and at home, talk of what they see.

They must have something the eyes can rest upon, to properly locate places mentioned in the geography, reading and history lessons to aid the mind to hold on to the facts stated.

Hence the necessity of providing without delay a set of maps for every school, if you would have pupils read and study profitably and successfully.

It is shown that while the Boss pirate from Boston undertook to walk off with the corpse of the Constitution of the N. E. A. at St. Paul, there is principal and honor enough left, not only to protest but to rebuke and expose the thief. No honest man can be neutral or indifferent under such an outrage without becoming a participant in his crime.

SCHOOL directors and trustees will see at once when their attention is properly called to the fact that with maps hanging before them in the school, the children will link State to State and City to City, and trace not only the boundaries but the important commercial relations of each to the other.

In fact, the important news of the day, coming as it does from all parts of the country and the world, cannot be intelligently understood by the children in the school or at home without the liberal use of maps.

Our teachers should see to it that every lesson learned in the school is linked to the work and interest of every day life.

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E. N. ANDREWS, Chicago..... Editors
J. B. MERWIN

It should be remembered that human character is a vastly finer material than iron or cotton, and the work of the teacher is far more delicate operation than the nicest performance of any mechanic or artisan. No principle with regard to teaching is more self-evident than that a person cannot possibly teach that which he does not himself know.

Are the teachers we employ competent to train for the finer and better results of manhood or womanhood? Is the compensation liberal enough, and sure enough, and prompt enough to secure the best in these directions? What you put into the first of life you put into the whole of life.

OUR teachers and educators recruit and reinvigorate themselves constantly at the fountain of popular inspiration. The people recognize their efforts, support them by their suffrages and appropriation of money and cheer them by their attachments.

BRO. SHELDON'S "tool" president confesses that the National Educational Association ring is afraid of itself in not venturing to count or recognize the members or numbers except for the "boodle" they bring its treasury. He is polite and courteous, but he is a dupe and a tyrant.

LET us set to work patiently to correct evils if they exist in our schools or in our school laws and not on account of a transient ill, repeal a whole future of intelligence, progress, peace and prosperity.

WHAT makes the teachers and educators of the United States so dangerous that they are not allowed to vote or to make a motion even, that will be entertained by the President of the "ring" of the N. E. A.

Was not this case up at St. Paul? Was not every educator there and every one absent slapped across the face by Bro. Sheldon, and told that they could not and should not be allowed to vote? Yes, that is the fact. We do not wonder that those who helped to consummate this indignity, and this infamy, are ashamed of it. Our educational exchanges all over the United States seem to have heard of these disreputable performances of Boss Sheldon. Perhaps some one better send the editor of the *New England Journal of Education* marked copies of the St. Paul papers containing a full account of the "row" Sheldon's "steal" of the votes created. It is published in Boston, Mass.

WE are grieved to observe that there seems to be a lack of the real David and Jonathan spirit and atmosphere, between the brethren of the educational press in New York and Boston. Out here in the heart of the continent where everything is lovely and we bask in perpetual sunshine and the soft cerulean blue of clear skies with perfect digestion there is no such thing as discord, or difference, or lack of harmony ever dreamed of or expressed. We invite the brethren to come out hither and learn the great lesson of practical christianity and to practice it too, or they will hear something drop.



SUPERINTENDENT J. F. ARNOLD.

Prof. J. F. Arnold was born in Grove township, Jasper county, Illinois, April 21, 1851. Like so many others of our countrymen, who have risen to positions of trust and responsibility he began his career with very few advantages. He was born in a log hut and received his first instruction in a log school house. His father died when he was one year old. He worked on the farm up to his twentieth year. At that age he resolved to seek more advanced instruction than was afforded in the country school which he attended during the winter months. In 1870 he was a student for some months at Normal University, Normal, Illinois, and later in the same year at Illinois Wesleyan University, Bloomington, Illinois.

During the next three years he attended McKendree College and received the degree of "Bachelor of Science" with the class of 1874. In the latter part of that year he taught a country school in Jasper county. He devoted himself to his work with so much energy and success that he was soon employed to take charge of the Newton schools. In 1877 he was chosen superintendent of schools of the county, which office by successive elections he has filled to this date. In 1885 in recognition of his services in the cause of education, he received the degree of "Master of Arts" from his Alma Mater.

Those who are familiar with the condition of the Jasper county schools when Prof. Arnold became superintendent, know the

debt of obligation which the county owes to him. For the past eight years he has held summer training schools during July and August and has used every instrumentality by which he could awaken the interest, advance the knowledge, promote the progress and kindle the enthusiasm of the county teachers. These efforts have been rewarded with the best of results. Jasper county has now a body of active, ambitious, zealous and enthusiastic instructors.

Prof. Arnold is eminently the friend of the young teacher. There is perhaps not a superintendent in the State who has awakened the ambition and helped to success the first efforts of more young men than he.

In his address of welcome to the teachers of the county Prof. Arnold said: No teacher is qualified for his work who does not read and read persistently the best educational literature at his command. Still these cannot supply the place of organizations such as this.

We need the touch of a friendly hand the glance of a kindly eye, the inspiration of good fellowship and sympathy. Recognizing these facts, and speaking in behalf of our citizens and friends of education, it is my pleasant duty to welcome you to our city. We feel honored by your presence. We recognize you as representatives of the most vital interest of our country. We are proud of the position you have won for Jasper county. Your industry, ability and zeal for the work has placed it amongst the foremost in the State. Other counties recognize the fact and the position attained must be maintained. Furthermore, it must be strengthened. It is not necessary for me to enlarge upon the dignity of your calling. The responsibilities entrusted to your charge, teachers, are the most efficient conservators of the virtue, the prosperity and the happiness of mankind. Next to the mothers of the country there is no more powerful agency for the development and refinement of the human race.

Your duties may sometimes be hard and onerous. You may even at times miss the sympathy and appreciation of the community you benefit. You have still the proud satisfaction of knowing that your work will endure. It will outlast monuments of marble and of bronze erected over the graves of the world's heroes and statesmen.

Ladies and gentlemen, again I welcome you in the name of the people of our city and of the county, in the name of our fathers and mothers, and of the 8,000 children whose fortunes and destinies you are to shape and mold. Welcome, thrice welcome.

IT is wise for us, not only to recognize, but to salute the form, patience and genius of these great teachers who confer both intelligence and power on the people by their work.

THE consensus of opinion from the educational press of the country as shown from extracts in this issue of the JOURNAL, stamps Sheldon and his association in the National Educational Association at St. Paul as infamous. There is no mistaking its tone or its extent, and the end is not yet.

The *School Journal of New York* seems to have also heard of "Bro. Sheldon" and his "row" up at St. Paul in the N. E. A. The *Journal* in speaking of "Boss Sheldon's" conduct, all along in its later history says:

"It has been run as a close corporation. The president decided who was to be his successor and appointed a nominating committee accordingly; this committee went through with the motions of selecting the officers, reported, and the report was duly adopted by "Bro. Sheldon."

The election of Mr Wm. E. Sheldon, of Boston, as president, in pursuance of the above described plan, gave a severe shock to the sensibilities of a large number of the educators of the country. There are so many men of great culture, of large and successful educational knowledge and experience from which to choose, that his election gave both offense and dissatisfaction. This dissatisfaction began to make its appearance at various points.

President Canfield had determined that Wm. R. Garrett, of Nashville, must be his successor, and appointed men favorable to his nomination. The report of his nomination was received and the vote of the entire association cast by the secretary against the protest that it was not constitutional.

It is assumed by those who are believed to know that Pres. Canfield acted as he did because he wished to repair some prejudices raised against him at Nashville last year; and if possible stay the parting off of the Southern teachers which had set in. It is believed by thoughtful on-lookers that this "tub thrown to the whale" will not produce the slightest effect.

FLORIDA seems to have also heard of "the row" at St. Paul, if Bro. Sheldon and his *New England Journal of Education* has not. The editor of *The Florida School Journal* says:

The National Educational Association is a peculiar body. Most organizations provide that the usual parliamentary rules apply when the constitution and by-laws are silent upon any point. Not so with this body. For instance, if the chair makes a ruling and the party who made the motion appeals to the house, the presiding officer refuses to allow the appeal, but declares that the president is superior to the house.

The editor of *The Florida School Journal* says further: "We admit that it was a surprise to us that the self-respect of the American teachers would allow them to submit to such management."

The trickery, wire-pulling and other disreputable methods by which Bro. Sheldon "got himself elected" president of the N. E. A. has characterized all his subsequent "bossism," culminating in his performance in assuming to cast the vote in the face of protests for the whole association in St. Paul.

His course has been that of an unscrupulous trickster—his end that of a knave and scoundrel.

The *Literary World* of Boston, at once the most able and independent—the most just, and fearless, and yet the kindest in its criticism—commands attention always wherever it is known, all of which ought to have been said early and often, and which we are glad to say now, with an emphasis—born of much careful reading of it for years. We wish all our teachers could read this valuable paper regularly, and so keep in close contact with the best phases of the literature of the world.

We give the conclusion of a fine article on "A Library of American Literature,"* occupying nearly a page in a late issue of *The Literary World*:

"Mr. Stedman and Miss Hutchinson are sincerely to be congratulated on the termination of their faithful labors. In their preface to this final volume they express their sense of relief, for the task has grown upon their hands, and has required an expenditure of time and trouble not foreseen, seven years ago, when the first volume was issued. They could easily have made an entertaining miscellany, without regard to chronology or proportion of subjects, whether from the greater authors only, or from those less known. But to embrace all the true prophets of each generation, major and minor, in due proportion and in desirable variety of topics, so as to present a gallery of the whole development of American literature has been another and a harder work. The chief writers have caused little difficulty; the labor has been mainly spent upon the minor authors. Whom to include, and what, have been difficult questions here. Five authors have been rejected to one accepted, and an immense amount of printed matter read and sifted to suit the exact purpose of this collection."

As the editors remind us, this work is neither a Thesaurus nor a Valhalla. It has to be, as suited a library intended for wide circulation, varied, comprehensive, and interesting throughout. It aimed at showing to men of to-day what has been called American "literature" by each preceding generation of Americans, whether rightly or wrongly. Thus the *Library* has a historical value, as if it were a museum of the American mind from the Pilgrim time to our own. It is thus, too, a book to supplement most conveniently the reading of the general history of our country, a collection of useful and entertaining literature and a chronological exposition of the American spirit. Busy professional men may resort to it (would that public orators of all descriptions were compelled to own and read it!) for material to brighten their routine work, especially from

*A Library of American Literature from the Earliest Settlement to the Present time, Compiled and edited by Edmund Clarence Stedman and Ellen Mackay Hutchinson. Vol. XI. Pp. 63. Charles L. Webster & Co. \$3.00.

the noted short poems and sayings, or which it claims to be comprehensive. But readers in general will find in it a library, indeed, with matter suited to every mood. The wide diffusion of such a work, through the public libraries and otherwise, will accomplish a great deal for the elevation of the general taste, and do much to brighten the future of American letters by increasing the audience for the best.

Making due acknowledgments to their many friends and helpers in their enterprise, the editors offer only two remarks based upon their survey of the whole field. They note "the literary activity manifest upon the front of a generation reared since the Civil War," and they record their judgment that the begetters of American literature "usually have had something which they wished to say, and therefore have said it with much spontaneity and freedom from affection." Toward continuing such characteristics in our literature, by exhibiting good and sound work, the editors of the *Library of American Literature* have done a signal service, and, so doing, have deserved well of the Republic."

COLORADO seems to have heard of the explosion in the N. E. A. at St Paul. The *Colorado School Journal* says: "Much has been printed in the educational press that would better have been unsaid, for the writers too often have not been well informed." But *The Pioneer Press* of July 10th reported that "instructions were given to withhold all information" as to what "Bro. Sheldon" and his ring in the executive committee were doing.

Some one asked why the committee was thus "instructed" and by whom was it thus "instructed?"

Was not the committee the creature of the association?

Was it only to record the will of Sheldon and the "ring" who run it?

Who "instructed" it? By what authority was it instructed? Was the committee "packed?"

Yes, the committee was "packed," as usual, for a purpose.

The Colorado School Journal gives the following bit of "instruction" to the editors of the country as to how they should conduct themselves—under the circumstance—as follows:

"The regrets of those who object to the constitution of the executive power of the association should be told to the absent members of the committee and not with prejudiced pens to the public."

After these "instructions from ex-President Aaron Give of Denver, he informs the rank and file of the association kindly—that 'President Garrett with his co-adjudicators, Cook and Greenwood, will not permit any decline in what they believe to be measures for the greatest efficiency of the organization.'

THERE can be no confidence, no stability, no security, if a brazen thief can come deliberately into an assembly of the teachers of the United States and by the help of his "ring" walk off with the votes of every person there as Mr. Wm. E. Sheldon did at the meeting of the National Educational Association at St. Paul. That is a baseness from which ordinary thieving would shrink, because so much was involved in the steal which he perpetrated.

THE arguments used by the "tool" president of the National Educational Association to justify the infamy of Sheldon's steal of the votes of the teachers of the United States at St. Paul could be used for the defence and perpetration of any lesser or greater infamy. They were the subterfuge of two autocrats who had shown themselves to be thieves.

OP COURSE, those who consciously or unconsciously, helped Bro. Sheldon to slap the whole teaching fraternity of the United States across the face are making all sorts of excuses for his infamy in trampling the constitution of the N. E. A. under his feet for the purpose of perpetuating his "ring" in control of the "boodle."

GET "some tools to work with in your school" early.

OUR teachers leave as traces of their work everywhere the germs of a new and better civilization, giving the people more power.

A SOUTHERN writer says: "Papas who object to the expense are cautioned against peeping into the pages of *St. Nicholas* or allowing their children to do so. I warn them that they will be charmed into sacrificing any number of cigars to secure the privileges accorded to readers of *St. Nicholas*.

WITH such a splendid number of *St. Nicholas* as that of October for the young folks or of the twelve preceding numbers, the parent who allows trashy reading for the children is guilty of a crime against nature." So says a prominent Western paper.

A PROMINENT writer in one of the great Western journals says: "Our young folks could not live, as it were, without *The Century Magazine*. As for our babies, grown, half-grown and otherwise, they prefer *St. Nicholas* to sweet milk. Long live the twain! But if they become much better—pshaw, they can't; they are perfect already, both in reading and in their illustrations."

THE October *Arena* is progressive wide awake, and scholarly. The table of contents embraces: The "No-Name" paper on the "Postmaster-General and the Censorship of Morals," and deals with the recent attempt on the part of the postal department to suppress Count Tolstoi's latest work, in a manner well calculated to arrest the attention of liberty-loving Americans. W. H. Murray pleads in his inimitable manner for an endowed press. [A fine photogavure of Mr. Murray forms the frontispiece of this issue.] Abby Morton Diaz, the well-known writer and worker in the field of educational and industrial reform, contributes a noteworthy paper on "Development of Character in Schools." Edward A. Oldham the well-known Southern author, contributes a timely paper on "Great Political Upheaval in the South;" C. A. Seiders criticizes Senator Hampton on the Race Problem. The editorial notes deal with the death penalty and the alarming symptoms so manifest to even, casual observers of the growing contempt for law.

THE teacher is everywhere the regeneration of the country giving the people more power.



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President Stephen's College,

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LOUISIANA
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American Journal of Education.
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LOUISIANA.

"For his bounty,
There was no winter n't."

—SHAK.

Prof. Henry E. Chambers one of the leading Educators of the South writes from New Orleans as follows in regard to the mid-winter meeting of the Southern Educational Association of which Hon. Solomon Palmer, of Montgomery, Ala., Frank Goodman, of Nashville, Tenn., President and Sec'y, "We are anxious to have the Southern Educational Association meet here in December.

My purpose and energies will be devoted to bringing about a successful meeting, and to that end we shall organize a local executive committee, issue a bulletin and have it distributed, raise a fund for expenses, secure halls and meeting places, obtain a one fare rate on railroads and fix up an attractive social program in the way of receptions, excursions to large sugar plantations in full operation, to jetties (if weather permits) and other points of interest.

We shall have a magnificent troop of artists from Paris with us all winter, giving us the genuine French Opera in a superb style, which of itself will be a great satisfaction. Of course we shall enlist the 500 local teachers in the matter." After all we fear the time is too short to perfect such complete arrangements as would insure a grand success in all directions. We can not afford anything less than a grand success.

MR. WM. E. SHELDON not only committed a crime, but he would have every teacher in the United States endorse this baseness perpetuated by him at St. Paul. They will not do it.

BRO. SHELDON not only proved himself dishonest at the meeting of the National Educational Association at St. Paul, but proved himself infamous by his action there.

THERE was a code of laws at St. Paul. Bro. Sheldon not only trampled them under foot but expected the whole teaching fraternity of the United States would endorse such treachery and baseness, and so become participants in this infamy. Not so.

WM. E. SHELDON stole the rights of every teacher in the United States at St. Paul during the meeting of the National Educational Association and expected to escape without being branded a thief. Not so. Men who deliberately commits such a baseness must take the consequences of such infamy. Is it a light thing for a man in a deliberate assembly of the teachers of the United States—not only to

steal their right to vote, but to walk off with the proceeds of such thieving? There is no glory in the crime nothing but meanness, no deception, he declared himself infamous by such a betrayal. The act was a thunderbolt hurled into the N. E. A. from a thief nothing more, nothing less.

SUPPOSE that each person present at the National Educational Association had followed the example set by the "tool" president—and by the maker of the "tool," Wm. E. Sheldon, that is, that each person should trample upon all law and all order—each should be a "law unto himself" setting his own will against every other will! Suppose this example had been followed by all the inhabitants of the city, there would have been a guillotine erected before sundown in the streets of St. Paul.

It was the intelligence, virtue, patience, obedience and self-respect of the audience alone that rose an invisible shield over and around these law breakers to save them from the quick vengeance they had by their own action invited. It was none the less infamous however, because the indignation of the outraged audience found vent only in hot hisses all over the house. Men who inaugurate and carry out such proceedings in such an assembly must be held responsible for the spirit which prompted it and must be odious to all law-abiding people.

BRO. SHELDON's poor old *New England Journal of Education* seems to be so far from St. Paul that it has not yet heard of the "row" Bro. Sheldon kicked up in the National Educational Association. It looks now as if the poor old thing would find itself left "out in the cold" in spite of the disreputable conduct of its representative on that occasion.

The people in Chicago seem to have heard of the "row" some time ago. Of Bro. Sheldon's "tool," president "Intelligence" speak, as follows:

"He had motions and seconds all set up by card and reminded his tools of their assigned duty by declaring that they had the floor before they rose to their feet or even knew that their turn had come. He gave no chance to any one not down on his vest-pocket program. The utter absence of anything spontaneous in the deliberations was a marked and unpleasant feature of the meeting, and caused no little criticism. How Mr. Canfield enjoys the distinction of being loudly hissed by an audience of teachers we do not pretend to know; but in refusing to entertain an appeal from the chair he exhibited a more brazen cheek than anyone outside of Kansas had given him credit for."

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"Well have you heard."

—SHAK.

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Of course if the children are reciting lessons about the State in which they live or about St. Louis, Chicago and New Orleans, Boston, New York, San Francisco, Galveston or any other city, they must have a map before them to locate properly these places or any others of which the lesson treats, and so trace the relations and connections with other parts of the country and the world.

that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be diligent; study carefully every lesson and have some short illustration of the principal point ready; you can't teach a class in even the first book without previous study. Have your boots polished; and don't forget to put on a clean collar in the morning; and when your pupils do well, give them some substantial evidence of their well doing by merits, checks, certificates or reward cards.

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THE work of the school is always favorable to the progress of civilization in that it gives power to the people.

INTELLIGENCE instead of expending its energies in an attempt to overthrow the government confines its efforts to an endeavor to improve it. Ignorance "strikes" and destroys. Intelligence improves and saves.

HISTORY.

"I have unclasped to thee
The book of my secret soul." —SHAK.

E DWIN D. MEAD in his address on "The Importance of the Study of History" before the American Institute of Instruction, said:

"It was Charles Dickens who, above all others, took the novel away from the West End and from King's houses, put off its soft raiment and its coat of arms, and made it the book of the English people.

Whatever criticisms may be made upon Dickens, upon his rhetoric, upon his conceits, even upon his conceptions of character, that great glory is surely his, that he made the novel the book of the English people, and was one of the greatest preachers of democracy, of simple manhood, of brotherly love and of wrath to come for the tyrant and the pretender, who ever spoke to men.

How such a man would write history appears from the "Child's History of England" which he did write and which is still the best history of England for the youngest readers, appears still more from the "Tale of Two Cities."

I do not think that there is any book—and I do not forget Carlyle—which gives a truer picture of the French Revolution than this, any which more impressively reveals its causes and its undercurrents, its spirit and its fatal necessity. It would be useful here, and pertinent, to dwell upon the general function and importance of the historical novel, but this I may not now permit myself.

"At Lincoln Cathedral," says Macaulay, "there is a beautiful painted window, which was made by an apprentice out of the pieces of glass which had been rejected by his master.

It is so far superior to every other in

the church, that, according to the tradition, the vanquished artist killed himself from mortification. SIR WALTER SCOTT, in the same manner, has used those fragments of truth which historians have scornfully flung behind them in a manner which may well excite their envy. He has constructed out of their gleamings works which, even considered as histories, are scarcely less valuable than theirs. But a truly great historian would reclaim those materials which the novelist has appropriated. The history of the government, and the history of the people, would be exhibited in that mode in which alone they can be exhibited justly, in inseparable conjunction and intermixture. We

should not then have to look for the wars and votes of the Puritans in Clarendon and for their phraseology in 'Old Mortality'; for one-half of King James in Hume, and for the other half in the 'Fortunes of Nigel'."

I have said that, as the novel becomes less and less the book of Belgrade, and more and more the book of the people, so history, the history of kingdoms and empires, becomes less and less the history of kings and emperors, and more and more the history of the nation, which, with whatsoever public functionaries or oppressors "by divine right," was still chiefly a nation and not chiefly an appendage of the court. Perspective and proportions change, and we see that this Tiberius or Caligula, this George IV. or William IV., who has taken so much space in the old volumes, is a little thing, and that this struggling English people, with its plows and shops and ships and language and laws and books and families and funerals and prayers is a very great thing, great for us who follow it and are born of it.

AN IMPORTANT MEETING.

"Come and take choice of all my library." —SHAK.

THE recent meeting of the American Library Association had many points of interest for teachers and educators. In the first place the number and standing of those who participated gave assurance that the library as a factor in education has ceased to be a mere accumulation of books placed in the custody of a lethargic pedant. Such topics as the increase of facilities for placing the resources of books at the command of the reader; the opening of libraries on Sunday's and holidays; such co-operation between libraries as will husband resources, and enable each to work with the power of all; these indicate an active interest in having the library supplement the work of the school-room.

To the readers of the JOURNAL it will be pleasant to know that the moving spirit of the gathering was Mr. F. M. Crunden, of the St. Louis Public Library; for Mr. Crunden may well

stand as an illustration of the effectiveness of such liberalizing education as the JOURNAL has always advocated.

Still further, the library under Mr. Crunden's charge was directly the outgrowth of what is sometimes called the "St. Louis movement" and most of the reforms urged at the meeting of the Association had already been inaugurated in St. Louis. Nearly twenty-five years have passed since at the suggestion of Ira Divoll the Public Library was founded as an adjunct to the above system, and to-day it is not merely the most popular feature of the popular schools, but it is noisily conferring the most inestimable benefits upon the community. When then, after many days, the public spirited labors of men and women receive recognition in the person of librarian Crunden, the JOURNAL feels it a duty to call attention to this new evidence of the soundness of the theories of education which it has persistently urged upon its readers for nearly a quarter of a century.

YES—it is the greatest thing—to do in this world, for our teachers to introduce their pupils—or rather to induct them—into companionship with the noblest minds, speaking in their highest moods? Is not this the highest society—the society of the truly great? This is the real nobility; these are the kings and emperors in the realm of thought—the eternally great—the everlasting influence and effluence for good to the human soul.

NOTES FROM ABROAD.

"What news abroad?" —SHAK.
GERMANY.—The city authorities of Graz (school committee of the city council), has recently adopted the rule to elect only men for the position of principal of schools, regardless of grade.

FRANCE.—Since it is not possible for every family to send their children into the country during the heated term, the school-authorities of Paris have arranged for "vacation schools." Here the children are allowed to congregate under supervision of a teacher, play in the school-yards, spend some time in manual occupations and even hear some lessons that refer to last year's course. In the afternoon the tutor takes them on little excursions to parks or to see monuments, museums, collections, etc. Teachers who are willing to undertake these arduous duties receive during the time in which they are thus occupied twice the amount of salary per month, that they received last year,

SWITZERLAND.—Of 1,148 pupils in the schools of the city of Solothurn only 248 are children of citizens of that place.

The study of dialects has become quite popular among the teachers of Switzerland. Several of the people's school teachers have recently acquired

BRONCHITIS

Is an inflammation of the bronchial tubes—the air-passages leading into the lungs. Few other complaints are so prevalent, or call for more prompt and energetic action. As neglect or delay may result seriously, effective remedies should always be at hand. Apply at once a mustard poultice to the upper part of the chest, and, for internal treatment, take frequent doses of

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C. O. Lepper, Druggist, Fort Wayne, Ind., writes: "My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skillful man and of large experience, pronounced it useless to give her any more medicine, saying he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This indisputable evidence of the great merit of Ayer's Cherry Pectoral has given me unbounded confidence in the preparation, and I recommend it to my customers, knowing it cannot disappoint them."

Ayer's Cherry Pectoral cured me of a bad cough and my partner of bronchitis. I know of numerous cases in which this preparation has proved very beneficial in families of

Young Children,

so that the medicine is known among them as "the consoler of the afflicted."—Jaime Rufus Vidal, San Cristobel, San Domingo.

"A short time ago, I was taken with a severe attack of bronchitis. The remedies ordinarily used in such cases failed to give me relief. Almost in despair of ever finding anything to cure me, I bought a bottle of Ayer's Cherry Pectoral, and was helped from the first dose. I had not finished one bottle before the disease left me, and my throat and lungs were as sound as ever."—Geo. B. Hunter, Altoona, Pa.

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the degree Ph. D., in Basel and Goettingen, for dissertations on dialects. One dissertation is particularly noteworthy; it is entitled "The Franco-German Language Boundary," and is written by a young man of Aargan, J. Zimmerli.

BELGIUM.—The clergy opened the campaign last year against the state schools, by refusing to give instruction in religion in them. The government gave the teachers authority to have the catechism by heart without entering upon any explanation or interpretation. For that work they got 100 francs. The clergy demanded of the teachers, that they should not obey this, but omit the teaching of religion entirely. Some were weak enough to comply with the clergy's demands. The consequence was, that the schools of such communities were soon empty since the pupils were not prepared in them to receive "first communion." If the clergy did not succeed in "convincing" the teacher, that it was better to omit religious instruction, he was offered admittance to the sacraments, if he should, as much as possible, neglect that branch, that is allow the children to play during the hour allotted for it.(!)

GET OUT OF THAT.*"Out damned spot."*

SHAK.



REV. T. DE WIT TALMAGE.

IN a recent sermon Rev. T. De Witt Talmage said:

Do I address one whose regular work in life is to administer to this appetite? For God's sake get out of that business! If a woe be pronounced upon the man who gives his neighbor drink, how many woes must be hanging over the man who does this every day and every hour of the day?

Do not think that because human government may license you that therefore God licenses you. I am surprised to hear you men say that you respect the "original package" decision, by which the Supreme Court of the United States allows rum to be taken into states like KANSAS which have decided against the sale of intoxicants. *I have no respect for a wrong decision.* I care not who makes it. The three judges of the Supreme Court who gave a minority report against that decision were right and the chief justice was wrong. The right of a state to defend itself against the rum traffic will yet be demonstrated, the Supreme Court notwithstanding. Higher than the judicial bench at WASHINGTON is the throne of the Lord God Almighty. No enactment, national, state or municipal, can give you the right to carry on a business whose one effect is destruction.

God knows better than you do yourself the number of drinks you have poured out. You keep a list, but a more accurate list has been kept than yours. You may call it Burgundy, bourbon, cognac, Heidsieck, sour mash or beer. God calls it strong drink. Whether you sell it in the low oyster cellar or behind the polished counter of a first class hotel THE DIVINE CURSE is upon you. I tell you plainly that you will meet your customers one day when there will be no counter between you. When your work is done on earth, and you enter the reward of

your business, all the souls of the men whom you have destroyed will crowd around you and pour their bitterness into your cup. They will show you their wounds and say, "you made them," and point to their unquenchable thirst and say, "You kindled it," and rattle their chain and say, "You forged it." Then their united groans will smite your ear, and with the hands out of which you once picked the sixpences and dimes they will push you off the verge of great precipices, while rolling up from beneath and breaking among the crags of death will thunder, "Woe to him that giveth his neighbor drink!"

I do not know but that God is determined to let drunkenness triumph, and the husbands and sons of thousands of

OUR BEST FAMILIES
be destroyed by this vice, in order that our people, amazed and indignant, may rise up and demand the extermination of this municipal crime. There is a way of driving down the hoops of a barrel so tight that they break. We have in this country at various times tried to regulate this evil by a tax on whisky. You might as well try to regulate the Asiatic cholera or the smallpox by taxation. The men who distil liquors are for the most part unscrupulous, and the higher the tax the more inducement to illicit distillation.

Oh, the folly of trying to restrain an evil by

GOVERNMENT TARIFF!

If every gallon of whisky made, if every flask of wine produced should be taxed a thousand dollars, it would not be enough to pay for the tears it has wrung from the eyes of widows and orphans, nor for the blood it has dashed on the Christian church, nor for the catastrophe of the millions it has destroyed forever.

KENTUCKY has also heard that "there is an awful row in the camp of the National Educational Association. It is charged that a "ring," with headquarters at Boston, controls it and President Canfield's rulings at St. Paul did not ally the opposition." Those not present do not quite understand that "President Canfield" as the "tool" of "Bro. Sheldon" should not do otherwise than rule as "Bro. Sheldon" dictated. President Garrett was as competent at Nashville last year when he was "snubbed" with the whole south by Bro. Sheldon as he was this year, but Col. Garrett and "the south" were not yet "subdued" by Bro. Sheldon so Col. Garrett was taught that if he wanted a position in the National Educational Association he must sneeze when Bro. Sheldon took snuff. When he and his friends had learned to do this and practiced it long enough, Col. Garrett could have the position. Strange Bro. Sheldon's *New England Journal of Education* has not yet heard of Bro. Sheldon's "row" up at St. Paul.

Ostrich-like, "Bro. Sheldon" puts his head in a hole and thinks he is "in hiding." We rather think he put his "foot" in it at St. Paul. The impression is gaining ground, that it was a case of "white heels on white necks" up at St. Paul.

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and fifty thousand copies were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages of 19.62. Of course it was not that all this was due to the Journal—but that it was an active and prompt factor in securing this desired result, no intelligent person will deny.

•••
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